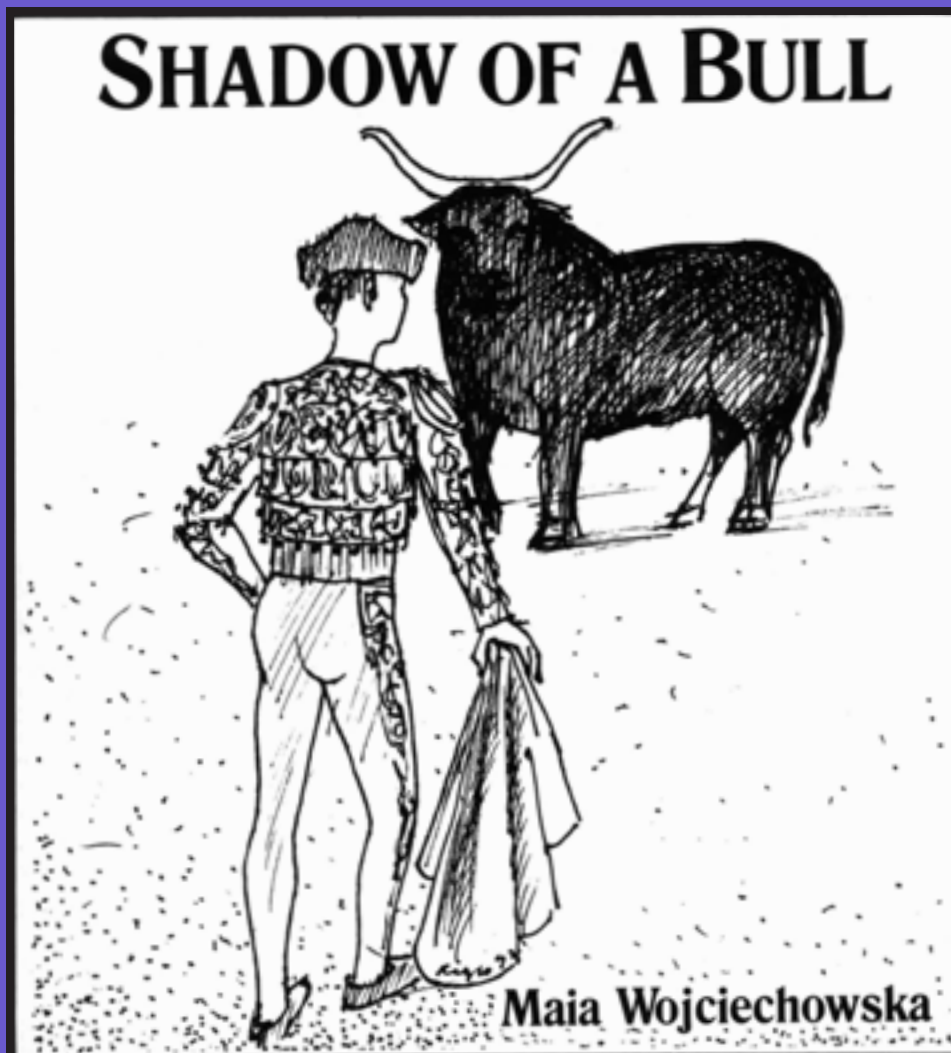


# Novel·Ties



## A Study Guide

Written By Michael Golden

Edited by Joyce Friedland and Rikki Kessler

**LEARNING LINKS**

P.O. Box 326 • Cranbury • New Jersey 08512

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## For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the book *Shadow of a Bull*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

## PRE-READING ACTIVITIES AND DISCUSSION QUESTIONS

1. Preview the book by looking at the cover illustration, the title, and the author's name. What do you think the book will be about? Where do you think it takes place? Do you think it will be serious or humorous?
2. *Shadow of a Bull* won the Newbery Medal in 1964, the year it was first published. Have you read any other Newbery Medal winning books? What qualities do you think judges use to determine the winner each year?
3. Read the Background Information on page two of this study guide and do some additional research to learn about the history of bullfighting. Where did the sport originate? Where is it still practiced? Who were some of the sport's great *mata-dors*? Develop a K-W-L chart, such as the one below, to record what you know about bullfighting and what you want to find out. After you finish the book, return to the chart and fill in the third column.

What I Know — K —	What I Want to Know — W —	What I Learned — L —

4. Discuss the ethics of bullfighting, a sport where the bull is usually killed, and the men who fight the bulls are often injured or killed. Have a class debate on whether bullfighting should be legal or not.
5. Have you ever felt that you had to live up to the expectations of others? Explain. How does that make you feel? Do you think you can succeed? Why or why not?
6. Do some research to learn about the culture and customs of the people of Spain. What other activities besides bullfighting do they enjoy? Investigate the annual running of the bulls through the streets of Pamplona.
7. In this book, Manolo has to make an important decision that will affect his entire life. What is the most important decision you have had to make? Was it difficult to make that decision? Tell about it.
8. Look over the Glossary of Bullfighting Terms at the end of the novel so that you are familiar with these words as you read the book.

## CHAPTERS 1, 2

**Vocabulary:** Draw a line from each word on the left to its meaning on the right. Then use the numbered words to fill in the blanks in the sentences below.

- |                |  |
|----------------|--|
| 1. coward      | a. prediction of the future                                |
| 2. resemblance | b. came before   |
| 3. summon      | c. traditions and culture handed down from one's ancestors |
| 4. preceded    | d. parade  |
| 5. heritage    | e. similarity of appearance                                |
| 6. grudgingly  | f. order to come to appear; call upon to do something      |
| 7. prophecy    | g. person lacking courage                                  |
| 8. procession  | h. reluctantly; with ill will                              |

.....

- As he celebrated his eightieth birthday, James remembered the fortune-teller's \_\_\_\_\_ that he would have a long and healthy life.
- The losing candidate \_\_\_\_\_ congratulated the winner after the long and bitter campaign.
- The bulletin board display in the classroom reflected the \_\_\_\_\_ of students who came from many different backgrounds.
- The boy hoped that the principal would not \_\_\_\_\_ him to his office to discuss the fight that occurred during recess.
- Barbara proved that she was not a \_\_\_\_\_ when she saved the boy trapped inside the flaming house.
- It was hard to believe that the two girls were sisters, as there was so little \_\_\_\_\_ between the two.
- The mayor and his aides led the \_\_\_\_\_ down Main Street to celebrate the return of the hometown hero.
- The thunderstorm that \_\_\_\_\_ the baseball game left the field very slippery.

### Questions:

- Why did everyone in the town of Arcangel expect Manolo to become a bullfighter?
- How did Juan Olivar make the dreams of the townspeople come true?